

**Research Methods and Statistics
Program
MA and PhD Degrees**

**Student Handbook
2013-2014**



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

Background

The University of Denver Morgridge College of Education *Student Handbook* provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees. In addition to this handbook, the student should also refer to the University of Denver Graduate Policy Manual available at: <http://www.du.edu/media/documents/graduates/gradpolmanual.pdf>

In some cases, college and university policies take precedence over the regulations of the *Student Handbook*. It is the student's responsibility to read and understand University, College, and program norms relating to the degree programs, and to complete program and degree requirements in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning programs in the MCE should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 and edinfo@du.edu. Current students refer to faculty/staff contacts listed within this handbook.

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208-4840, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

Introduction

Welcome to graduate studies in Research Methods and Statistics (RMS)! The goal of the RMS MA and PhD degrees is to enhance the development and use of research in the social and health sciences. Our goals as faculty are to equip you with cutting-edge research skills, creative educational vision, social responsibility, and sufficient experience in application of your skills and knowledge to achieve mastery. We are committed to shaping a safe, sustainable, democratic, and just world and believe that high quality research is one approach to doing this. We are pleased to have you join us in this venture.

RMS Faculty

General Contact Information

Nick Cutforth, Ph.D.
Program Coordinator
Research Methods and Statistics
Ruffatto Hall 252
303-871-2477
nicholas.cutforth@du.edu

For assistance related to academic records, comprehensive exam registration, graduation application process, and general college support.

Primary contact:

Nick Heckart
Academic Services Associate
303-871-2747
Nick.Heckart@du.edu

In Part IV of this handbook, a complete list of faculty and staff associated with the RMS program is provided.

Location

The faculty and staff offices for the RMS Program are located in Ruffatto Hall, home of the Morgridge College of Education, 1999 E. Evans Ave, Denver, CO. Many, but not all of the classes will be held in Ruffatto Hall. There is limited visitor parking in lots near the building. For parking information, consult <https://www.parking.du.edu/>

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Part I: OVERVIEW

Accreditation

All degrees at the University of Denver are accredited through the Higher Learning Commission of the North Central Association of Colleges and Schools.

Program Overview

The education and social sciences fields have a growing need for professionals with strong skills in research design and data analysis. The Research Methods and Statistics Program (RMS) provides the courses and experiences necessary to conduct and supervise effective social science research. The program is individually planned around students' backgrounds and career goals. Most students prepare for positions that require consulting, research, development of measurement instruments, policy-making, and teaching. Small seminars, independent projects, and a practicum offer opportunities for an individualized and well-rounded program.

Our goal is to equip you with cutting-edge research skills, a creative educational vision, social responsibility, and sufficient experience in application of your skills and knowledge to achieve professional competence. Graduates with RMS degrees hold professional positions at testing companies, universities, school districts and state agencies, among others. Admission to the master's program requires a BA or BS degree. Admission to the doctoral program requires a Master's degree.

Core Program Content

The RMS Program embraces a holistic and comprehensive view of quantitative and qualitative research methods and the importance of mixed methods designs. Foundations include quantitative and qualitative research, measurement, statistics, mixed methods, and program evaluation. Research methods include classical quantitative methods as well as qualitative approaches. Students can elect to emphasize evaluation or a content area within or outside of education as a minor. All students conduct original research during their studies and are encouraged to present and/or publish their work. Practicum experiences also are encouraged in diverse sites, including school systems, educational research agencies, mental health agencies, and businesses.

Unique Program Features

The RMS program is one of seven programs offered within the Morgridge College of Education. Students may opt to take cognate courses from programs within or outside of the Morgridge College of Education. RMS students take classes with students in programs from across the College.

Three features of the RMS Program at DU distinguish it as a strong graduate program:

- We have an outstanding faculty. Professors are not only noted in their fields but also demonstrate a deep commitment to students' academic and personal growth. While our professors set high standards for students, they also individualize requirements to meet each student's needs and goals.
- We have outstanding students from a variety of backgrounds. A wide range of experiences, creative ideas, sincere dedication to research, and a sense of humor are some of the characteristics of people in our program. We enjoy each other's genuine cooperation, encouragement, and inspiration.
- The student-teacher ratio in most of our classes is between 8:1 and 15:1. These small class sizes make it possible to develop meaningful connections, engage in ongoing dialogue about topics of interest, form study groups, and give advice. Personal and professional friendships form and continue long past graduation.

These features contribute to an outstanding educational experience. Professors make themselves readily available for consultation, students support and assist one another, and small class sizes result in rich interaction among students and faculty.

Program Learning Goals

The broad learning goals of RMS are as follows. Students will:

- Acquire a general knowledge of research methods and program evaluation, and advanced knowledge of psychometrics and statistics;
- Think critically about research;
- Engage in research serving professional and local communities; and
- Understand ethics as they apply to research

RMS goals relate to the MCE mission in advancing scholarship via practice and encouraging critical thought.

Evaluation of learning outcomes is based on multiple sources: (1) Grades in courses, (2) Annual review of RMS students, (3) Comprehensive exams, (4) Practicum and other research products, (5) Dissertations, (6) Selected items from MCE surveys of continuing and graduating students, (7) RMS alumni survey, (8) course evaluations, and/or (9) faculty/student discussions. Learning outcomes along with evaluation criteria and a synopsis of the process for reviewing data are listed below.

<p>Learning Goal 1 Acquire a general knowledge of research methods and program evaluation, and advanced knowledge of psychometrics and statistics.</p>		
<p>Learning Goal 2 Think critically about research.</p>		
Learning Outcomes: Students will demonstrate skill in	Criteria for Evaluating Learning Outcomes	Process for Collection and Review of Evidence
<p>1) Designing research to address significant problems, with knowledge and understanding of the strengths and limitations of diverse modes of inquiry.</p>	<p>1) Success in coursework (B or better): Empirical research methods (RMS 4930), Introduction to Qualitative Research (RMS 4941), survey research (RMS 4931), meta-analysis (RMS 4932) 2) Comprehensive exam performance (MA and Ph.D.) 3) Research practicum 4) Dissertation quality 5) 3 MCE survey items (skill with critical thinking, current level of expertise in designing quantitative research studies, current level of expertise in designing qualitative research)</p>	<p>1) Track student grades—reviewed annually by RMS faculty 2) RMS faculty review RMS student comprehensive exam performance on research methods questions, including a discussion of mistakes made on the comprehensive exam. 3) Practicum advisor reviews deliverable, which is then submitted for presentation (or publication) 4) Review by dissertation committee, with a goal of including a content expert external to DU on each committee and 100% student pass with no/minor changes 5) Survey data collected by College—review of item responses by RMS faculty</p>
<p>2) Applying appropriate analytic strategies in analysis of quantitative data.</p>	<p>1) Coursework: introductory, intermediate, and advanced statistics classes 2) Comprehensive exam performance 3) Research practicum 4) Dissertation quality 5) 1 MCE survey item (current level of expertise in statistics)</p>	<p>1)Track student grades—reviewed annually by RMS faculty 2) Review RMS student comprehensive exam performance on statistics questions—done each quarter there is a student taking an exam by both RMS faculty with discussion</p>

		<p>3) Practicum advisor reviews product</p> <p>4) Review by dissertation committee</p> <p>5) Survey data collected by College—review by RMS faculty</p>
<p>3) Creating and evaluating measures using diverse analytic strategies.</p>	<p>1) Coursework: RMS 4921, RMS 4960</p> <p>2) Comprehensive exam performance</p> <p>3) Dissertation quality</p> <p>4) 1 MCE survey item (level of expertise in designing measures)</p>	<p>1) Track student grades—reviewed annually by RMS faculty</p> <p>2) Review RMS student comprehensive exam performance on measurement questions</p> <p>3) Review by dissertation committee</p> <p>4) Survey data collected by college</p>
<p>4) Crafting coherent and concise expressions of ideas related to research, and communicating those ideas effectively.</p>	<p>1) Coursework: RMS 4930</p> <p>2) Dissertation quality</p> <p>3) Conference presentation or publication</p> <p>4) 2 MCE survey items (skill with written communication, skill with verbal communication)</p>	<p>1) Track student grades—reviewed annually by RMS faculty</p> <p>2) Review by dissertation committee</p> <p>3) Paper accepted under peer review process</p> <p>4) Survey data collected by College—review by RMS faculty</p>
<p>5) Students will demonstrate a commitment to continuing learning by engagement with professional and local communities.</p>	<p>1) Membership in professional organizations (goal of all students maintaining membership in at least one relevant professional organization)</p> <p>2) Presentation, publication, and/or service to journals or professional organizations (goal of all students having presented and/or published prior to graduation)</p> <p>3) Practica in local organizations</p>	<p>1 & 2) Student annual review—discussed by RMS faculty once each year</p> <p>3) Placement in local sites for practicum</p>

<p>6) Students will demonstrate professional behavior by understanding research ethics and adhering to an ethical code of conduct.</p>	<p>1) Coursework in research ethics (RMS 4930, RMS 4931) 2) IRB process 3) 1 MCE survey item (level of knowledge of ethics...)</p>	<p>1) Track student grades—reviewed annually by RMS faculty 2) Mandatory submission of IRB applications—supervision by major advisor 3) Survey data collected by College—review by RMS faculty</p>
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Part II: MORGRIDGE COLLEGE OF EDUCATION POLICIES

All college and program policies are administered under the University of Denver’s [Graduate Policy Manual](#), which are considered the minimum requirements for all members of the university community. The University of Denver reserves the right to make changes in the regulations, rules, fees or other aspects of the policy manual without advance notice. The following sections provide additional policy and procedure information specifically affecting Morgridge College of Education (MCE) students and may be more stringent than the policies outlined in the Graduate Policy Manual.

University of Denver Honor Code (MCE Adoption)

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This *Honor Code* is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of the Honor Code is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect, we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff, and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

All students have the right to continue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not limited to, involuntary removal from a course, program, activity, or the campus pending a

hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies. The Director of the Student Conduct, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction.

The University also recognizes its obligation to students who have been charged with but not found responsible for misconduct. Therefore, no interim action shall unduly interfere with a respondent's academic progress short of that deemed necessary to protect the University, any member(s) of its community, and/or its mission. The complete text of the *Honor Code* can be found [here](#).

Orientation

Students are strongly encouraged to attend the MCE orientation at the beginning of their first quarter. At this event students will have an opportunity to meet program faculty and staff, as well as members of other MCE programs. The event is designed to provide an opportunity to learn about a variety of college and university support systems, the overview of the student's specific program content and requirements.

Advising

Students are assigned advisors upon enrollment in the program. Students are instructed to contact faculty advisors directly to schedule appointments and create coursework plans. Academic advisors will provide clarification of the policies and procedures that are college-wide in their applicability.

APA Requirement

The MCE requires that students use *The Publication Manual of the American Psychological Association* (currently in its 6th edition) when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as:

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics
- many other elements that are a part of every manuscript.

Note: Students conducting arts-based research who want to diverge from the APA style guide should speak with their advisors.

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The [DU bookstore](#) carries the APA Manual, and additional information is available online. <http://www.apastyle.org/pubmanual.html>

Degree Planning

Course Descriptions

The DU Course Catalog contains the official, current course descriptions and can be accessed at http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg. Select a term, then select your program.

The Coursework Plan

During the first quarter of study students will develop, with the assistance of the advisor, a plan of study consistent with program requirements to ensure the student understands the sequence of required courses. The signed coursework plan of study and any transfer or waiver request forms will be submitted to the department Academic Service Associate for processing. It is recommended that a copy be retained by both the student and advisor.

Certificate students will submit the initial completed and signed coursework plan no later than the end of the first quarter of enrollment; degree seeking students will submit the course plan within the first 15 credits of enrollment. Sample coursework plans appear in the appendices of this handbook.

Although the initial quarters of enrollment may consist of required courses, students will also confer with the advisor to select electives when appropriate. Course work plans can be amended when deemed necessary by the student and advisor. To ensure that approved changes are honored at the time of degree evaluation, a revised, fully signed and dated coursework plan must be submitted to the department Academic Service Associate. This document will replace the original plan.

Waiver or Substitution of Courses

If the advisor and student determine that the student has previously completed course work required for the degree, the student may request a waiver or substitution by completing the form found at this

link: <http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf>

Under no circumstance will the waiver or substitution of a course(s) reduce the number of credits required for the degree. Substitutions must be clearly indicated on the signed course work plan.

Transfer of Credit

Degree seeking MCE students may request to transfer a limited number of credits that have not already been counted toward a previous or concurrent degree. Transfer credit toward a 45 credit hour Master's degree is generally limited to 10 quarter hours. Transfer credit toward a 90 credit Doctoral degree is limited to 15 quarter hours. Refer to specific criteria in the [Graduate Studies Policy Manual](#), section 4.3.i.

Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. The student, with the support of the advisor, will initiate a request to transfer-in credits by completing the form found at this link: <http://www.du.edu/media/documents/graduates/transfer.pdf>
This form must be signed by both the faculty advisor and the Department Chair.

Non-MCE Courses

Degree-seeking students in the MCE are sometimes advised to take classes in other units on campus to complement the course work completed within the college. Please note that courses taken at University College will not be counted as part of the degree unless the course approved by the advisor has been certified to be one level above the student's degree, and has been approved in writing by the MCE Dean. Written approval, signed by both the advisor and the Dean must be obtained prior to taking the course, and submitted with a revised coursework plan to the department Academic Service Associate.

Enrollment Requirements

Degree-seeking students must be in active status and enrolled for consecutive terms, fall through spring. Enrollment may consist of registration for courses, thesis credits, or dissertation credits.

Student Status

Unless a student is on an official leave of absence, a student's status is rendered inactive after one quarter of non-enrollment. Inactive students will not be able to register for courses and will need to contact the Office of Graduate Studies (gst@du.edu) to request a reactivation form and, if applicable, pay any continuous enrollment fees owed for previous quarters. Complete information regarding leaves of absence is found in the [Graduate Policy Manual](#). The form is found at this link: <http://www.du.edu/media/documents/graduates/personalleave.pdf>

Provisional Admission Status

Students who are admitted with some deficiency in undergraduate training, incomplete credentials, or low GPA are admitted with provisions. The student status of individuals admitted with provisions will be changed to regular status as soon as the conditions governing this type

of admission have been met. In general, provision related to incomplete credentials must be satisfied no later than the sixth week of the first quarter of enrollment. Provisions related to deficiencies in undergraduate training or low GPA must be met within the first quarter of enrollment. Students will refer to the letter giving the offer of admission for specific provisions and the completion timeframe set by the MCE. Unmet admission provisions will result in a registration hold on the student's account.

Doctoral Research (Dissertation) Registration Requirement

MCE doctoral students who have finished all required course work and passed the comprehensive examination will register for a minimum of one dissertation (PhD) or doctoral research (EdD) credit for consecutive terms fall through spring, until the minimum number of research credits has been completed or until the student graduates. PhD programs in the MCE require a minimum of ten (10) dissertation credits, but student progress toward the degree may require students to register for additional credits to maintain degree candidacy.

With advisor approval, doctoral students may register for up to 50% of the minimum number of dissertation credits required by his/her program prior to the completion of all coursework and comprehensive exams. Dissertation credit, as with any credits, will not be refunded if the student does not successfully complete his/her dissertation, other required courses, or qualifying or comprehensive exams.

Doctoral Continuous Enrollment

The University of Denver continuous enrollment process enables students who have passed the comprehensive exam and are required to register for fewer than four research credits each quarter to continue to qualify for Federal Financial Aid. Complete DU continuous enrollment guidelines and procedure are found in the Graduate Policy Manual. Interested students must request approval annually by submitting the Continuous Enrollment Approval form to the advisor: <http://www.du.edu/media/documents/graduates/ceproceduresform.pdf>.

Registration for continuous enrollment credit may accompany registration for doctoral research credit, but under no circumstances does it replace the requirement for quarterly registration in dissertation or doctoral research credit. Students who do not comply with this policy will be required to pay any tuition and fees related to research credit missed in previous quarters. The department reserves the right to require that additional conditions be met before granting approval of this request if the student is not demonstrating progress towards the degree.

MCE Grading Scale (Approved February 2013)

Grades submitted by instructors at the end of the term are final and are not subject to change by reason of revision of judgment on the part of the instructor. Grades cannot be changed on

the basis of second trial, such as a new examination or additional work undertaken or completed after the original grade has been submitted.

Any student whose overall grade point average falls below a 3.0 will be placed on probation.

Upon program notification, the student must meet with the advisor to develop a plan of improvement. After three (3) consecutive quarters of deficit, the student may be recommended for termination from the program.

A	4.0 = 93-100
A-	3.7 = 90-92
B+	3.3 = 87-89
B	3.0 = 83-86
B-	2.7 = 80-82
C+	2.3 = 77-79
C	2.0 = 73-76
C-	1.7 = 70-72
D+	1.3 = 67-69
D	1.0 = 63-66
D-	0.7 = 60-62
F	0.0 = 59 & below

Professionalism

The MCE prepares students for professions which require a deep knowledge of content and pedagogy, as well as a commitment to mutual wellbeing. Therefore, the Morgridge College of Education expects all students, staff and faculty members to act in a professional manner in all interactions and communications (email, phone, and face-to-face) throughout the program and in every program related setting: classes, schools sites, community settings, in-services, and program meetings. The following behaviors will never be tolerated in any of these settings and any evidence of the display of such may lead to probation or immediate dismissal from the program:

1. Verbal or personal attacks including: bullying, belittling, mocking, or ridicule.
2. Discriminatory, derogatory, or inflammatory language intended to demean and dehumanize.
3. Disrespect of any student, teacher, faculty member, administrator, parent, or other person at the partnership sites.

Reasons for Probation and Dismissal

Students who do not adhere to University/MCE/program policies may be placed on probation and may be dismissed from the program. While such instances are rare, should they occur, students will be contacted by their advisor and informed *specifically and in writing* of issues and concerns with regard to academic progress or attendance, interpersonal or practice

effectiveness, safety concerns, and/or ethical violations. *Students will be asked to respond to these concerns personally and in writing.* Decisions regarding probation or dismissal will be made by the program coordinator and the appropriate faculty in consultation with the MCE Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

Time to Degree

The MCE faculty are committed to working closely with students to facilitate their academic progress. As part of this process, faculty regularly review all students' work to assess their progress toward the degree. Assessment is based on a review of coursework, independent work, and other relevant criteria such as demonstrated competence in writing and critical thinking. In addition, in order for students' knowledge to be current, and to pursue research on timely problems that will advance the field, it is expected that all students will make steady progress toward completion of degree requirements.

MCE students are expected to complete degree requirements within the following number of years of beginning their programs, as measured by the matriculation into the degree program:

- Certificate students – three years
- Master's candidates – five years
- Doctoral candidates – seven years

Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension to the Associate Provost for Graduate Studies. The student initiates the petition via webCentral and must be supported by the advisor in order to be considered. If the petition is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request.

Petition procedures and instructions are detailed in the [Graduate Studies Policy Manual](#).

Video- and Audio-Taping Policy

The MCE partners with many K-12 schools to support students in the completion of internship and/or practicum requirements. While in these schools, it is not uncommon for MCE students to record their interactions with students and use the recordings as a tool for improving their teaching practice. *Before conducting any recording*, students will consult with the host school administration regarding the school/district regulations.

Students are also required to adhere to the MCE Video- and Audio-Taping Policy when conducting any recording activities. The document supporting this policy (Procedures/Checklist for Recording Video and Audio in Classrooms) is found on the MCE website.

Graduation

Completing a degree in the Morgridge College of Education (MCE) deserves celebration; the university and the MCE applaud your hard work and great accomplishment.

In order for your degree to be conferred (appear on the transcript) students must apply to graduate. This application must be submitted at least two quarters prior to the intended date of graduation. Information regarding the application process, including critical time lines and deadlines/calendars, can be viewed at this link: [Graduation Information](#). Step-by-step directions can be viewed at this link: [Graduation Application Instructions](#). Failure to file the application on time will automatically delay the date of graduation to a subsequent quarter.

MORGRIDGE COLLEGE OF EDUCATION OPERATIONAL PROCEDURES

Procedure for Student Booking Study and Meeting Spaces

Katherine A. Ruffatto Hall (KRH) is a state-of-the-art learning space. We are fortunate to work and learn in a lovely and versatile building which has been designed to facilitate all forms of learning. Within KRH there are several large classrooms and there are many smaller spaces that are available for students to use for individual study and/or small group work.

The MCE utilizes a computerized room scheduling system, [25Live](#). This system is open for students to book the following spaces for academic-related activities in KRH:

KRH 124 (turret room East – Capacity 6)
KRH 134 (turret room West – Capacity 15)
KRH 203 (small conference room – Capacity 8)
KRH 206 (turret room East – Capacity 14)
KRH 234 (turret room West – Capacity 12)
KRH 334 (turret room West – Capacity 12)

Students who are interested in scheduling a room for studying or to meet with a small group, will find directions, FAQs, and login information by going to the Resources tab in webCentral. Go to the box labeled *Space, Event, and Library Study Room Requests*. Click on the *Campus Space and Event Requests* link and use your webCentral username and password to log into 25Live.

Room Reservation TIPS:

- For best results, review the instructions on webCentral first.
- Fill out every field within the online form or the system will refuse your request.
- Once you have requested a room, you will receive an email stating the request has been processed - **this is NOT the confirmation**. The confirmation will come in a separate email message.

- Plan ahead: requests are not processed immediately. Requests must be submitted a minimum of 24 hours in advance of the event, and best results will be achieved by placing your request 48 hours in advance.
- Classroom space has first priority: no reservations will be processed until all MCE classes have been scheduled.
- Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are rarely available for student scheduling.
- Plans change. If you have to cancel a reservation you will need to work directly with MCE Technology Support, 303-871-3222, as the cancellation cannot be completed online.

All classrooms have layout diagrams posted within the room. Please keep in mind that if you use a room it is your responsibility to place it in its original configuration before you leave. This will ensure that the next user will have the same experience that you had.

Technology Support Procedures

The Technology Team's mission is to support Morgridge College of Education students, faculty, and staff with university-related technical services listed here.

Computer Lab Support

- Printing and scanning assistance, including trouble-shooting
 - Student ID cards are loaded with a \$50 printing allowance each quarter. DUNet printers available for use are located in the computer lab and in the 2nd floor turret room behind the student locker bank.
 - The Technology Team will be responsible for replacing paper, toner cartridges, paper jams, staples and minor hardware/software questions.
 - Problematic print jobs should be presented to the Technology Team for coordination with UTS.
- Lab Hours and Assistance Available
 - Lab hours are posted on the door of the 210 computer lab.
 - Lab Monitors are available in the 210 computer lab during most evening hours and on Saturdays to help with minor printing and software issues
 - For all other issues, please contact a member of the Technology Team at 1-3222 or in KRH 212.

Student Technology Support

All student computer technical support issues are currently handled by UTS and questions should be directed to 303-871-4700 or by visiting the UTS help desk. Services include:

- DU wireless configurations for all students' personal laptops should be done with the assistance of UTS. UTS can be reached at 303-871-4700 or by visiting the UTS helpdesk at the [Anderson Academic Commons](#).

- Account help with Blackboard, webCentral, wireless setup.

MCE offers an equipment check-out and usage training program designed for students to use in order to complete equipment requirements for various courses. Please check with the Tech Team in the computer lab regarding availability. In order to gain access to this equipment, student DU identification number, student program name, phone number and an expected return date for all items will be required.

- Available equipment includes laptops, MAC adaptors, video cameras, digital audio recorders, and transcription machines, along with many other miscellaneous devices. The resources are housed in the MCE computer lab room #210 and can be checked out from the technology team. Technology team members are available to help train students to use the equipment and make suggestions on which equipment best suits the student's need.
- MCE students may check out equipment for a maximum of 3 days. If not returned after 3 days, the student will be charged \$20.00 per day until the item is returned. In the event that the equipment is not returned, the MCE Technology Team can request that the student's diploma be held until the matter is settled. The Technology Team also reserves the right to refuse equipment check-out to students who fail to abide by these policies.

Event Support

The Technology Team is also responsible for supporting all events in KRH. If you are interested in hosting an event at MCE you must first reserve the space online. Go to <https://25live.collegenet.com/du/> and sign in using your DU ID and passcode (same as webCentral login), and then select Create an Event. All MCE faculty, staff and students can request a space for an event in KRH. All room requests should be submitted at least five (5) business days prior to the event. Classes are booked through the department Academic Services Associate. Only events sponsored by the MCE, Disability Services, and Learning Effectiveness Program are reserved via this form. All other departments and organizations must contact Conference and Event Services at 303-871-4333 or email events@du.edu.

- Room reservations do not include catering, parking, set-up/clean-up, or event support.
- For setup questions call Conversion Services at 303-871-3298
- For Catering call DU Dining at 303-871-4410
- For Audio Visual Support email mce.support@du.edu or call 303-871-3222

Event requests can only be processed for terms in which classes have been assigned spaces. Event requests for each term will be processed as follows:

- Winter Quarter – first week of November
- Spring Quarter – third week of February
- Summer Quarter – second week of April
- Fall Quarter – first week of September

Events spanning multiple terms (i.e., a monthly meeting occurring throughout the academic year) must be resubmitted for each term. Do not submit event requests more than 3 weeks prior to the dates listed above. For questions, please contact the MCE Room Scheduler, 303-871-3222. If you need to change or cancel an event please reply to your confirmation email and include the Reference Number.

Quick Forms for Students and Advisors

Exceptions to Academic Policy/Extension of Program—Refer to the Graduate Studies Policy Manual for descriptions of academic exceptions: <http://www.du.edu/media/documents/graduates/gradpolmanual.pdf>

- The application portal for Academic Exceptions is found in WebCentral on the MyWeb tab, Student and Financial aid section.

Application for Graduation—Application deadlines occur on the first day of the quarter before the student will graduate.

- The graduation application portal is found in WebCentral on the MyWeb tab, under Student and Financial Aid.

Application for I (Incomplete) Grade—This form is initiated by student following a careful review of the conditions on page two of this form. If approved, the instructor will assign a grade of “I” and an expiration date. All incompletes not changed to grades in one year default to a grade of F.

- This form is found at http://www.du.edu/registrar/forms/Incomplete_application.pdf

Waiver or Substitution of Courses. Waived courses do not reduce the number of credits required for degree completion. The student may request a waiver or substitution of a course by completing the form found at this link:

- <http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf>

Application for Independent Study/Directed Study/Dissertation Research—The PhD student initiates this form each quarter. Both the student and the instructor (for independent or directed study) or the student's faculty advisor (for dissertation research) sign it before it is submitted to the Registrar.

- This form is available at <http://www.du.edu/registrar/forms/independentstudy.pdf>

Transfer of Credit—Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. Transfer requests are initiated by the student's completion of this form

- This form is available at <http://www.du.edu/media/documents/graduates/transfer.pdf>

Continuous Enrollment (CE) Approval Form—The qualified student initiates this form prior to the beginning of fall quarter each year. The student, the student’s faculty advisor, and the Department Chair sign it before it is submitted to Graduate Studies for approval.

- This form is found at <http://www.du.edu/media/documents/graduates/ceproceduresform.pdf>.

Reserving a room in the MCE—<https://25live.collegenet.com/du/>

Part III: RMS PROGRAM REQUIREMENTS

Academic Advisor

When a student is admitted, an academic advisor is assigned with consideration of the areas of interest indicated in the student’s application materials. A student may be assigned to a faculty member who is not in the student’s area of interest, due to the need to balance the number of student advisees across the faculty. However, all faculty are prepared to advise students in their selection of courses, filing of the Coursework Plan, and other program requirements. The academic advisor works with the student to complete and approve the coursework plan, select electives, and submit necessary documentation for transfer credits or other coursework-related documentation. The academic advisor also guides the student in development of the student’s professional goals. All of the faculty are available for career guidance. However, only the academic advisor should give the student academic program approval.

It is the responsibility of the student to make appointments to meet with his or her advisor at least once per academic year.

First year students should meet with the academic advisor during the first quarter of study.

Students should come prepared to their academic advising appointments, bringing any relevant forms and an unofficial transcript.

Faculty members generally work on nine-month contracts during the regular academic year. During the summer, students may need to work with the Program Coordinator if their advisor is not on campus.

Grade Requirements

A satisfactory quality of achievement with a grade point average of B (3.0) or better is required by the college in graduate coursework counted toward the degree. The average is determined on the basis of the University’s grading system. Any student whose overall grade point average falls below a 3.0 will be warned, put on probation, and then may be suspended or dismissed. The student must contact his or her advisor to develop a plan designed to remedy the academic

deficits. After two consecutive quarters of deficit, the student will be dismissed from the program.

Advanced degrees are not automatically awarded upon completion of the required number of courses or hours of credit. The candidate's status is subject to review at any time.

Cognate Requirement

All **MA** students must complete a cognate or minor study in a field outside their major area of study, determined in conjunction with the student's major coursework advisor. The credits required to fill this obligation vary depending upon the student's prior graduate level course work (if any) in the minor field.

All **PhD** students must complete a cognate or minor study in a field outside their major area of study, determined in conjunction with the student's major coursework advisor. The credits required to fill this obligation vary depending upon the student's prior graduate level course work (if any) in the minor field. The cognate should add to the student's breadth or depth of knowledge in evaluation, research methods, and statistics. Graduate-level classes, chosen in consultation with an advisor, can be taken from (1) the RMS Program, (2) other programs within the Morgridge College of Education, or (3) other departments at University of Denver.

Practicum

MA students must complete an evaluation practicum. Students work with their advisor in deciding which project to pursue. The goal of the practicum is to provide field experience in evaluation.

PhD students must complete a research practicum. Students work with their advisor in deciding on the focus of the practicum. The goal of the practicum is to provide field experience in designing, conducting, and presenting research. It is intended that every doctoral student will submit the paper written from the practicum for presentation at a national conference and / or publication in a peer-reviewed journal. The purpose of the practicum requirement is that students engage in conducting multiple research projects during the program. Students are strongly encouraged to work with RMS faculty on independent research projects as well as their practicum prior to initiating work on a dissertation.

Comprehensive Examination or Thesis Options

Students must pass a comprehensive examination near or at the end of the coursework. It is offered three times a year, in fall, spring, and summer quarters. There is no fee for taking Comprehensive Exams; however, students must register for the exam. Information on when exams are offered and how to register can be found at <http://morgridge.du.edu/programs/research-methods-and-statistics/> MA students may

choose to *either* take the Comprehensive Exam *or* complete a Master's Thesis. MA students are *not* obligated to do both a thesis and comprehensive exam.

Master's Thesis or Doctoral Dissertation

Master's candidates have the option to develop a thesis proposal and present it to a committee. Doctoral students must complete a dissertation. Both MA and PhD students should refer to the Morgridge College of Education's dissertation handbook, known as *Completing the Doctoral Dissertation: Guidelines for Students*, which can be found on the MCE website, <http://www.du.edu/education/resources/current-students/dissertations/index.html>. Students should also refer to the Graduate Studies dissertation instructions found at: <http://www.du.edu/media/documents/graduates/formatting.pdf>

Institutional Review Board (IRB)

Researchers who involve human participants in their research must follow specific guidelines as a condition for using the data provided by these participants. If the student's proposal involves human participants, the student will need to submit an application to the Institutional Review Board (IRB). In consultation with his or her doctoral director, the student will prepare an IRB application and submit it to the University's Office of Research and Sponsored Programs (ORSP). The IRB judges the application on issues related to protection of participants from physical and emotional distress and not on theoretical or methodological grounds. The study cannot go forward until IRB approval is received. In many cases, minor revisions to the study will be necessary to gain approval. The IRB meets monthly, so the student should plan on a time lag of several weeks between submitting the proposal for approval and the beginning of data collection. Collecting data prior to receiving IRB approval is considered sufficient grounds for halting a research study. In general, students should not submit their IRB application before the proposal defense, as any major changes in the proposal would necessitate re-applying to the IRB. IRB procedures, requirements, and application materials can be viewed/downloaded at: <http://www.du.edu/orsp/irb.html>.

A short, multiple choice test is required with the IRB application that is taken on line. According to DU's ORSP, "education on the protection of human research participants is required for all investigators conducting research involving human subjects. To access DU's on-line "Education Program for the Protection of Human Subjects in Research" go to: <http://www.du.edu/orsp/instructions.html> Please call 303-871-4052 with any questions you may have about the testing process for IRB at DU.

Student Annual Review

Annually, the RMS faculty asks each student to take an active role in program planning by providing a self-evaluation of (a) their progress in meeting educational goals, (b) their strengths and weaknesses as a developing research methodologist, and (c) how the RMS program can be of better assistance in achieving their educational goals.

- Students will receive an invitation to complete this self-evaluation form online at <https://assess-it.du.edu/>

This form is also available in the Appendices.

- After the submission and depending on the reported data, most students will be asked to make an appointment with the Program Coordinator, to hold a 30-minute joint planning meeting with the program faculty by the end of May.

The purpose of the meeting is to discuss progress during the past year and develop directions for work in the next year. When coming to the meeting please bring the following documents:

- Most recent curriculum vitae
- Unofficial DU transcript
- Other documents you would like to discuss

Extension of a Degree Program

Candidates for the **MA** degree program are expected to complete their degree within the 5-year stated expected time period specified by the University of Denver. This time period is calculated from the date of initial enrollment in the student's program of study. Students may, under special circumstances, request one period of extension, not to exceed one year.

Extension requests are not automatically granted and must be considered extraordinary circumstances. Instructions for submitting academic extension petitions, including time extensions, can be found

at: <http://www.du.edu/currentstudents/graduates/AcademicExceptionInstructions.pdf>

Students who do not complete their program during an approved extension period will not be permitted to re-apply for additional extensions and their program of study will be terminated. Specific procedures for an extension of a degree program can be found in the Graduate Policy Manual.

Candidates for all **PhD** degree programs are expected to complete their degree within the 7-year time period specified by the University of Denver. This time period is calculated from the date of initial enrollment in the student's program of study. Students may, under special circumstances, request one period of extension, not to exceed one year. Extension requests are not automatically granted and must be considered extraordinary circumstances.

Instructions for submitting academic extension petitions, including extensions of time, can be found at: <http://www.du.edu/media/documents/graduates/exceptions.pdf>

Degree Requirements

RMS Master's Degree

The program in RMS at the MA level focuses on research design, statistics, and evaluation. All Master's students will take courses in assessment as well as major area studies. Students can also take thesis credits. A blank course work plan is available as Appendix A, and on the MCE website at <http://morgridge.du.edu/programs/research-methods-and-statistics/>. Master's students will take courses in RMS and complete either a comprehensive examination or a thesis. Students are also required to take courses in related studies or a cognate field. The *minimum* credit requirement for the program is 45-quarter hours, though students with no quantitative background must take a minimum of 47-quarter hours. Students may transfer a maximum of 10-quarter hours above the bachelor's degree with approval during the *first quarter* of enrollment. Courses marked with an asterisk (*) are required unless previously taken, and all waived courses must be approved by an advisor.

Refer to the RMS MA coursework plan in the appendices for more current and detailed information about course selection.

RMS Doctor of Philosophy Degree

All students are required to complete a Coursework Plan with their advisors. A blank coursework plan is available as Appendix B, and on the MCE website at <http://morgridge.du.edu/programs/research-methods-and-statistics/>. Doctoral students will take courses in assessment, RMS, and dissertation research. Students are also required to take courses in related studies or a cognate field. The minimum credit requirement for the program is 90-quarter hours.

Suggested Course Sequencing

The recommended sequence for **Statistics** courses is as follows:

1. RMS 4910 or equivalent (offered Autumn quarter, generally also in Summer)
2. RMS 4911, RMS 4912 (offered Autumn & Winter, respectively)
3. RMS 4913 (offered Spring quarter)
4. RMS 4914, RMS 4915 (offered alternate years)
5. RMS 4916 (offered alternate years)

The recommended sequence for **Measurement** courses is as follows:

1. RMS 4921 (offered Autumn quarter)
2. RMS 4922 (offered Winter every second year), RMS 4929 (offered occasionally)

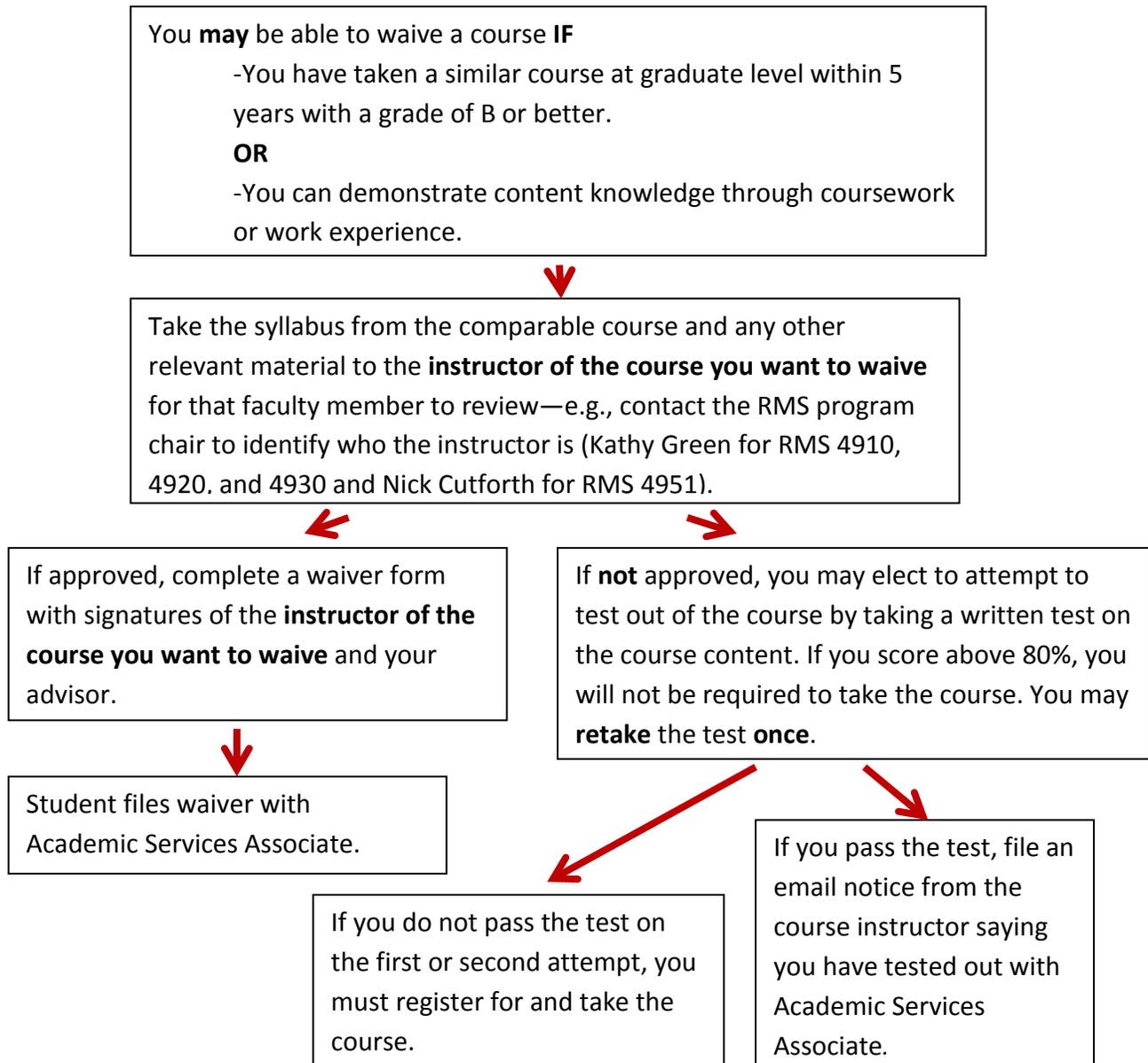
The recommended sequence **Research** courses is as follows

1. RMS 4930, RMS 4931, RMS 4941 (offered Autumn, Winter, and Spring quarters)
2. RMS 4942 (offered twice annually), RMS 4959 (offered periodically)

Course Waiver

If it is appropriate to waive a course, the course credit hours must still be utilized for another course. **A waived course does not mean a reduction in credit hours required.** The student's advisor must complete the appropriate form available at: <http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf> indicating the course waived and the course designated as the substitute for the waived course. This must be done in the **first quarter** of enrollment. It is the student's responsibility to ensure that the form is submitted to the Academic Services Associate along with the coursework plan.

Waiver Process for Required Doctoral Research Courses



Test-Out Exams

A student may attempt to test-out of the following courses:

RMS 4910 Introductory Statistics 5 credit hrs

RMS 4920 Educational Measurement 3 credit hrs

RMS 4930 Empirical Research Methods 3 credit hrs

RMS 4941 Introduction to Qualitative Research 4 credit hrs

The credit hours associated with the class you successfully test out of **MUST** be utilized for other, more advanced research courses. Please note that you are still required to complete at least 20 hours of research credits [covering the 17 introductory credit hours, a minimum of 8 intermediate credit hours, and a minimum of 3 advanced level credit hours]. You should consult with the instructor of the course you wish to test out of if you have any questions or need advice about whether or not you should take the course or test out.

Test-out exams are scheduled on a case-by-case basis by contacting the faculty member in charge of the course. All exams are closed book and no notes, materials, or other persons may be used or consulted during the exam.

Waiver Process for Other Doctoral Courses

You may wish to waive courses that are required by your program that you have taken in prior coursework or for which you have content knowledge through work experience. The process to waive courses other than required research courses is: First, consult your advisor to discuss courses you think you can waive. Your advisor will direct you to the instructor of the course you wish to waive or waive the course him/herself depending on program protocols. Second, you will consult with the instructor of the course you wish to waive if advised to do so, bringing the syllabi from a course you think is comparable or other relevant materials. If that faculty member agrees that you can waive the course, complete a waiver form signed by the instructor of the course you wish to waive and signed by your advisor. Give the waiver form to your advisor and keep a copy for yourself. You will indicate on your coursework plan that the course was waived. It is the student's responsibility to ensure the waiver form and coursework plan are also both filed the Academic Services Associate (ASA). The ASA will retain the waiver form along with the updated coursework plan. If the instructor of the course you wish to waive does not agree that you can waive the course, you must register for the course.

Doctoral Comprehensive Examination

Purpose

The purpose of the PhD comprehensive examination is to allow students to demonstrate ability to integrate the information and knowledge of research, measurement, and statistical theory and practice acquired during the degree program. Registration deadlines are on the MCE website.

Format

The examination will be taken over a two-day time period with a different set of questions for each day. The student is expected to manage the time in order to give equal attention to each question and to include time to proofread the responses. Some questions will be required, and the student will have the opportunity to choose questions from a list of additional options.

Evaluation Criteria

Accuracy in addressing the questions

It is important to address the questions that are asked, without omitting parts of a question and without answering questions that were not asked.

Skill in defining issues

Each of the questions presented will relate to a particular problem area in Research Methods and Statistics. The student must be able to identify the particular issue or issues to be addressed.

Clarity in stating positions

As an expert in Research Methods and Statistics the student will often be required to take what seems to be the best and/or most responsible position in terms of the evidence available at that time. In writing responses in this examination the student should consider whether a reader will be able to easily identify the point of view being presented.

Competence in applying information

As a scholar in the field it is expected that the student be able to demonstrate that opinions are well informed by reference, if needed, to experts in the field.

Clarity in writing

All responses should be expressed in clear and direct prose. Are the responses logical and coherent? Poorly stated and illogically presented responses obscure rather than illuminate. Can a reader follow the structure of the argument? Is grammar used correctly?

Overall adequacy

The student must address the issues, reveal insight into problems, and document their position adequately.

Examples of Comprehensive Exam Questions for Doctoral Students

1. Differentiate among experimental, quasi-experimental, and correlational research designs in terms of control of extraneous variables and the validity of drawing causal inferences. Illustrate each design with an example.
2. Show how the internal consistency reliability coefficient (e.g., Cronbach's alpha) is derived from the assumptions of true-score theory.
3. Compare and contrast multiple regression, canonical correlation, ANCOVA, and factor analysis in relation to the following:
 - a. Type of research question(s) appropriately addressed by each technique
 - b. Numbers and types of variables appropriate for the technique
 - c. Important assumptions (if any)
 - d. Important mathematical similarities and differences
4. Compare and contrast the objectives, strengths and weaknesses of qualitative methods (e.g., ethnography) versus quantitative methods (e.g., survey) in conducting empirical research on educational issues. Be sure to consider issues of reliability, generalizability, validity, ethics, and practicality in your answer. Describe situations where one method or the other may be most appropriate.

Doctoral Dissertation Policies

Completion of a project of original research leading to the dissertation is a major requirement of the doctoral program. The MCE determines the amount of credit allowed for research and work on the dissertation. Specific guidelines and instructions for the dissertation can be found at <http://www.du.edu/currentstudents/graduates/graduationinformation.html> under Graduation and Oral Defense Information, where you will find step-by-step instructions on how to submit the thesis/dissertation.

Students must pass their comprehensive exam prior to defending their dissertation proposal.

In addition, students should refer to the MCE's *Completing the Doctoral Dissertation: Guidelines for Students* available on the MCE website at:

<http://morgridge.du.edu/programs/research-methods-and-statistics/>

Once the student has successfully completed all required courses and the required comprehensive exam, the student must follow the MCE Dissertation Credit Policy and DU Continuous Enrollment Policies.

MCE Dissertation Credit Policy

Dissertation credits are reserved for work on the dissertation, which generally occurs after a student has completed all required courses and after successful completion of the required comprehensive exam. In some programs, however, a student may be under the direct supervision of a faculty member and begin preliminary work on the dissertation. A student may register for dissertation credits before completing and passing the comprehensive exam under the following conditions: 1) if the student's Dissertation Advisor agrees to work directly with the student on a regular basis throughout the quarter in which the student is registering for dissertation credit; and 2) if the student is prepared and able to dedicate substantial work to dissertation planning and preparation.

To conduct preliminary dissertation work, the student must have the support of the dissertation advisor. The dissertation credit form can be obtained from the Academic Services Associate and must be signed by the student's advisor. **The student must register for dissertation credits during the first week of class of the quarter in which the work will be conducted.**

The policy regarding preliminary dissertation work is as follows:

- A student may register for no more than 50% of the minimum number of dissertation credits required by his/her program prior to the completion of all course work and comprehensive exams. Dissertation credit, as with any credits, will not be refunded if the student does not successfully complete his/her dissertation, other required courses, or qualifying or comprehensive exams.
- Once the student has successfully completed all required courses and the required comprehensive exam, the student must register for dissertation credits. The faculty support students in the dissertation process by providing advising during this phase of the PhD. It is the expectation of the faculty that each student will successfully complete the required dissertation with quality work.

In order to encourage the completion of the dissertation, the policy requiring dissertation credits is as follows:

After completing required coursework, a student is required to remain continuously registered for dissertation credit at the minimum rate of one credit per quarter (Academic Year of Fall, Winter, and Spring quarters), until the student has completed the minimum necessary number of dissertation hours required by the student's program AND until a successful dissertation defense has occurred. Therefore, depending on the time a student takes to successfully complete the dissertation, registration for additional dissertation credits may be necessary beyond the required minimum.

University Continuous Enrollment Policy

All graduate degree-seeking students must be in active status and continuously enrolled. Enrollment may consist of registration for courses, thesis, or dissertation credits, or Continuous Enrollment registration. The University Continuous Enrollment Policy is designed for students who need to defer loan repayment while completing the dissertation, though the student must consult with the appropriate DU Financial Aid Office for more specific information.

The student must also register for one credit hour of dissertation research (RMS 5995) each quarter until graduation, per the MCE Dissertation Credit Policy (noted above).

If a student is registering for RMS 5995 for less than four (4) credits in a given quarter AND attempting to defer student loan repayments, the University Continuous Enrollment Policy should be utilized in addition to the MCE Dissertation Credit Policy. Students are advised to always contact the DU Office of Financial Aid to clarify any financial aid requirements.

The MCE does not provide financial aid policy interpretation and it is the responsibility of the student to consult the appropriate office for support on any financial aid policy.

To register for University Continuous Enrollment, a form must be completed and approved by the Morgridge College of Education. The form will be submitted to the Associate Provost for Graduate Studies for final approval.

For the complete DU Graduate Studies Continuous Enrollment Policy, please go to: <http://www.du.edu/media/documents/graduates/gradpolmanual.pdf>

For the University Continuous Enrollment form and instructions, please go to: http://www.du.edu/media/documents/graduates/continuous_enrollment.pdf

Please note that completing the University Continuous Enrollment form DOES NOT automatically register the student for continuous enrollment. Permission to enroll for Continuous Enrollment is granted for one academic year beginning in the fall quarter. Students requiring Continuous Enrollment after fall quarter registration must complete and submit a new form prior to the beginning of the fall quarter of the subsequent academic year. Continuous Enrollment permission is granted for one (1) full academic year.

REGISTRATION must be completed QUARTERLY. Students are responsible to register for Continuous Enrollment each quarter, and for payment of the \$50.00 registration fee and the associated technology fee, \$4 per credit hour. Students should register for CENR 5600 (Doctoral, 8 credit hours). For doctoral students working on a dissertation, CENR 5600 registrations will confer loan eligibility or loan deferment if the student is eligible to receive financial aid.

Students with an approved time extension for completion of their degree program, but who are no longer eligible for Financial Aid because they are past the aid eligibility time limit (10 years

Doctoral) should register for CENR 5700 (Doctoral Level, Non Financial Aid Eligible, 0 credit hours). CENR 5700 registrations do not confer loan eligibility or loan deferment.

Some examples of how to use these two policies are:

1. If you are not concerned about loan repayment issues or not currently receiving some form of financial aid, you may only need to register for the MCE Dissertation Credit Policy. Please consult the DU Office of Financial Aid for specific requirements.
2. If you are receiving some form of financial aid and/or you need to defer loan repayment while you are working on your dissertation, the University Continuous Enrollment Policy would be necessary in addition to the MCE Dissertation Credit Policy. Please consult the DU Office of Financial Aid for specific requirements.

PART IV: PROGRAM, COLLEGE, and UNIVERSITY OFFICES, PERSONNEL, AND RESOURCES

Student Associations

Graduate Student Association Council (GSAC)

The mission of this organization is to represent and to serve all graduate students at the University of Denver. This shall be accomplished by soliciting the views of graduate students and by representing those views in University-wide committees and Board of Trustees meetings. GSAC will continually strive towards creating a stimulating and nourishing environment for graduate students at the academic, social and philanthropic levels.

College of Education Student Association (COESA)

The College of Education Student Association (COESA) promotes unity and program support in the College and augments personal and professional development for graduate students. COESA represents students in all policy-making activities affecting student interests and provides students studying in the college an opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

Research Methods and Statistics Student Association (RMSSA)

The RMSSA's mission is to serve students enrolled in the RMS program at MCE. RMSSA shall:

- A. Represent RMS students in all policy-making activities affecting program and student interests.
- B. Provide students studying in the RMS program at the Morgridge College of Education (MCE) an opportunity to engage in collegial and social relationships with faculty, peers, and experts in the field.

- C. Encourage and promote professional, intellectual, and social interaction between students and faculty within the RMS program
- D. Provide career assistance and mentorship to current RMS students and alumni.
- E. Enhance student educational experience through supporting research and conference activities
- F. Represent the Research Methods and Statistics program and student on the College of Education Student Association and the Graduate Student Association Council (GSAC).

There shall be two types of membership: Membership shall be through election, where students enrolled in the RMS program at the Morgridge College of Education are voting members and may hold office; RMS Alumni and faculty are non-voting members and may not hold office.

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Morgridge College of Education Office of Admissions (MOA) and Academic Services Associate

To meet the requirements of your degree or certificate program, and to receive information about financial assistance, students are encouraged to work closely with MCE staff, especially the Academic Services Associate and the Morgridge Office of Admissions (MOA). MCE staff can provide information and assistance from initial inquiry through graduation. For questions related to financial aid, contact the Finance Assistant located at 313 of Katherine A. Ruffatto Hall, 303-871-4012. For questions related to academic requirements, including the comprehensive exam and graduation application, contact the RMS Academic Services Associate Nick Heckart, 202 Ruffatto Hall, 303-871-2747.

The Academic Services Associate can provide essential assistance in submitting forms related to coursework and in understanding college and university academic policies. However, the faculty member assigned as your Academic Advisor should be the primary resource for decisions related to choice of courses.

Part V: ETHICAL CODES AND PROFESSIONAL STANDARDS

The University Honor Code governs all students and faculty at the University of Denver. In addition, MCE students are expected to adhere to the academic and professional expectations and standards of professional associations. Failure to comply with these expectations may be construed as unprofessional behavior and can result in dismissal from the program.

Student Responsibilities

In addition to following the University of Denver Honor Code and behaving according to the professional ethical standards of our field, students are expected to take responsibility for their success in the program. The faculty is responsible for supporting all students' efforts in

achieving success, but, ultimately, success is the student's responsibility. Students are responsible for keeping all official university records up to date, meeting deadlines for filing any document needing faculty, program, college, or university approval, being prepared for advising meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow students, faculty, staff, and professionals in the field. Students are also responsible for contacting the Learning Effectiveness Program (LEP) or the Disability Services Program (DSP) if particular accommodations are required. These offices are located on the 4th floor of Ruffatto Hall. If circumstances create a situation which may make it difficult for a student to meet program obligations, including class work, the student must let the instructor and/or advisor know of these difficulties as soon as possible.

Ethical Behavior and Conduct

Copying another student's answers on a test, copying another student's paper, stealing copies of a test, using forbidden material on a closed book test, etc., are included in the typical definition of academic dishonesty. According to the DU Honor Code, any of these actions is grounds for placing a student on probation or dismissing them from the University. Please refer to the DU Honor Code: <http://www.du.edu/studentlife/studentconduct/honorcode.html> Students are expected to demonstrate the highest level of ethical behavior as set forth by the American Psychological Association (APA).

In the RMS Program at the University of Denver, we strive to maintain an atmosphere of student cooperation. Students are often encouraged to work together on a project or to prepare for tests. It should be noted, however, that it is unacceptable in almost any academic setting to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2010) Code of Ethics. It is also unacceptable in our Program to "borrow" another student's work without giving him or her credit. Using papers or parts of papers or presentations written by others and handing them in as one's own work is unethical. It is tempting in the guise of friendship to pass on to new students copies of old assignments knowing that a professor will use the same one in future years. It is also tempting for new students to borrow copies of old assignments. Such behavior is unfair to students who do not have "friends" from whom to borrow assignments, to the student whose work is being "borrowed" without credit, and to the student who is "borrowing" the assignment, since they do not have to do the learning involved in working through the assignment on their own. As a result, the faculty will consider such behavior to be cheating and it will be treated like other forms of cheating specified in the first paragraph. Points may be deducted from a student's grade if cheating is discovered, and/or the student may be referred to the Office of Student Conduct.

Unethical behavior will be considered cause for dismissal at any time during a student's program. These policies are described more fully in the Graduate Policy Manual. Violations of code of student conduct or the honor code are overseen by the Office of Student

Conduct <http://www.du.edu/ccs> in conjunction with an appointed DU Conduct Review Board. This office can be contacted with questions about these policies and procedures at 303-871-4851.

Grievance Process

Procedure for Academic Grievances for Graduate Students – revised August 2010

Students may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. Please refer to the Graduate Policy Manual on Grade Appeals and Academic Grievances for further information.

Part VI: PROFESSIONAL ASSOCIATIONS

All RMS students are encouraged to join at least one professional association. Membership in these organizations provides the student with an opportunity to become familiar with, begin networking, and become part of a professional community. The following organizations are suggestions; there are many others for students to consider.

- American Educational Research Association (AERA): also join divisions and SIGs (Special Interest Groups) www.aera.net
- American Evaluation Association (AEA) www.eval.org
- American Psychological Association (APA) www.apa.org
- National Council on Measurement in Education (NCME) www.ncme.org

Part VII: COMMUNICATION CHANNELS, TECHNOLOGY

RMSProgram-L Distributed Email List

All accepted and enrolled students in the RMS Program should immediately subscribe to the *rmsprogram-l* distributed email list, using their preferred email address. *You must include your name in order to be subscribed to this list.* *rmsprogram-l* is used to deliver official RMS Program notices, job and internship opportunities, and discussion of matters among students and faculty. Students may go to <https://listserv.du.edu/mailman/listinfo/rmsprogram-l> in order to subscribe.

Laptops

It is strongly recommended that students invest in a quality laptop. Our campus offers a quality mobile learning environment, with more than 24,000 Internet connections located across campus. The University of Denver's wireless network is designed to be a convenient supplement to the wired network for general functions including web browsing, email, and

printing to public printers. Wireless access points located in many areas of campus allow suitably configured computers equipped with wireless network cards to make wireless connections to the Internet. For recommended specifications on laptops, visit the DU Bookstore website.

Computer Labs and Technology Resources

A computer lab is available for Morgridge College of Education students on the second floor of Ruffatto Hall, in room 210. Throughout Ruffatto Hall, there are large monitors for use by students working in groups or individually; a VGA cable is needed in order to connect to these monitors.

Software Installed in Computer Lab

Microsoft Office Suite 2007 which includes Access, Excel, FrontPage, Internet Explorer, PowerPoint, Publisher and Word are on all lab computers in the lab. In addition, SPSS, Mozilla, Adobe Acrobat Reader, and Windows Media Player are installed along with many Morgridge College of Education course-specific software titles. For questions about specific software titles, please call 303-871-2789 for information.

The technology staff are housed in the Katherine A. Ruffatto building and are available to provide technical help in the computer lab and classrooms Monday through Friday from 8 a.m. to 4:30 p.m. Call 303-871-3222. Students and faculty may also request assistance from the UTS Helpdesk by calling 303-871-4700.

Student Training

The University Technology Services (UTS) offers [various training and events](#) to accommodate the specific needs of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and email use, and course resources such as Blackboard. Courses are available free of charge to all students who have a DU ID number. The DU Discoveries program provides setup assistance to entering students.

Computer and Software Purchases

Academic discounts are available for all DU students when purchasing a new computer from select retailers. The University has formed alliances with several computer manufacturers. Visit the [Laptops and Learning Page](#) for more information.

DU students may also buy computer software at a substantial educational discount from the DU bookstore. Please visit the [Bookstore web site](#) or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

Part VIII: RMS Course Descriptions

Please Note: The University of Denver Registrar's website contains the official and most current course descriptions. Available at: <http://www.du.edu/registrar/> - Courses and Schedules, Course Descriptions

RMS 4900 Education Research & Measurement

4 credits

This course is intended for Master's degree students in the College of Education. Quantitative research designs, empirical methods of data collection and interpretation, and measurement issues in research are examined.

RMS 4910 Introductory Statistics

5 credits

This beginning statistics course examines use and interpretation of statistics in educational and human services research, including descriptive and inferential techniques.

RMS 4911 Correlation & Regression

4 credits

This course focuses on the study of correlational and multiple regression research designs and their application to educational and social science problems.

RMS 4912 Analysis of Variance

5 credits

Conceptual and applied analyses of one-way through factorial nested analysis of variance designs and multivariate analysis of variance are presented.

RMS 4913 Multivariate Analysis

5 credits

Conceptual and applied analyses of common multivariate statistical techniques used in research in social sciences are presented as are assumptions and limitations of techniques and interpretation of results. Prerequisites: RMS 4910.

RMS 4914 Structural Equation Modeling

5 credits

This course covers major applications of and issues related to covariance structure modeling, specifically confirmatory factor analysis and latent variable path modeling; types of research applications for which covariance structure modeling analyses are appropriate. Prerequisite: course in multiple regression analysis. Recommended prerequisite: background in multivariate analysis, factor analysis and psychometric theory.

RMS 4915 Hierarchical Linear Modeling

4 credits

This course introduces models that extend multiple regression to analysis of nested data structures common in education and other social sciences. Application of these methods to various forms of multilevel data, including repeated measure (growth trajectory) data is emphasized. Prerequisite: RMS 4952

RMS 4916 Latent Growth Curve Modeling

4 credits

This course covers advanced issues in longitudinal data analysis using structural equation modeling and hierarchical linear modeling with latent variables. It involves both conceptual development and practical implementation of longitudinal data analysis. This course is intended to be a hands-on approach to working with data and addressing research questions that can be best answered by longitudinal data. The prerequisites are Structural Equation Modeling (RMS 4912) and Hierarchical Linear Modeling (RMS 4913).

RMS 4917 Computer Application in Social Science Research

3 credits

This course focuses on use of statistical software and other appropriate software programs in the analysis of quantitative data.

RMS 4919 Topics in Statistics

1 to 5 credits

Topics vary by quarter, but may include log-linear analysis, factor analysis, or missing data analysis.

RMS 4920 Educational Measurement

3 credits

This course examines the meaning, characteristics, and processes of educational measurement and evaluation. Development and interpretation of both standardized and informal tests are considered.

RMS 4921 Psychometric Theory

3 credits

This course examines major psychometric theories (e.g., classical, item response) as related to reliability, generalizability, validity, and item analysis methods.

RMS 4922 Item Response Theory

3 credits

Theory and methods for the educational and psychological measurement of latent variables using item response theory are covered in this course.

RMS 4929 Topics in Psychometrics

1 to 3 credits

Topics vary, but include large scale testing, computer applications of item response theory, affective measure construction, generalizability theory, additive conjoint measurement, and standard testing.

RMS 4930 Empirical Research Methods

3 credits

This course provides in depth study of empirical research methods involved in experimental, quasi-experimental, correlational, and single-subject designs.

RMS 4931 Survey and Design Analysis

3 credits

Survey techniques, needs assessment, item construction, sampling, maximizing response rates and, data analysis; survey construction and data analysis are required.

RMS 4932 Meta-Analysis Social Sci Res

3 credits

This course examines meta analytic techniques in the social sciences. Included are discussions of review of critical data bases, coverage of all major methods of data collection and analysis, and coverage of how best to present meta analytic findings for publication.

RMS 4939 Topics in Quantitative Research

1-5 credits

Topics vary, but include minimization as an alternative to randomization, propensity score modeling as an alternative to experimental control, and analysis of data from single-subject designs.

RMS 4940 Structural Foundations of Research in the Social Sciences

3 credits

This introductory course on epistemology and research Includes discussion of identification and development of problems for research; introduction to basic quantitative and qualitative methods of conducting research in social science settings, ethnographic, and criticism methods.

RMS 4941 Introduction to Qualitative Research

4 credits

This introductory level course introduces students to the philosophical underpinnings, history, and key elements of five qualitative approaches: narrative research, phenomenology, grounded theory, ethnography, and case study.

RMS 4942 Qualitative Data Collection and Analysis

4 credits

In this intermediate level qualitative research course students will learn about design, purposeful sampling, field work, observational approaches, and interviews, with special attention directed to the skills and competencies needed to gather and analyze high quality data (prereq: RMS 4941 or permission of instructor)

RMS 4943 Computer Applications in Qualitative Research

3 credits

Review of assumptions of qualitative designs, types of qualitative approaches and current data-analysis techniques; computer software to analyze qualitative data.

RMS 4944 Action Research

3 credits

Understanding of action research, implications for classroom practice, methodology,, strengths and weaknesses; implications for specific aspects of educational practice, the practice of reflexivity.

RMS 4945 Community-Based Research

4 credits

This class will introduce the emerging philosophical and methodological issues that arise when university faculty and students collaborate on research with community-based organizations.

RMS 4946 Advanced Qualitative Research

4 credits (prereqs: RMS 4941, RMS 4942)

This course introduces exemplary qualitative studies and consideration of implications for education and the social science, and considers the types of questions asked by qualitative researchers and methods they use, particularly observation and interviewing. Students undertake their own qualitative study to consider application of theory, techniques, and practice to their dissertation research. Prerequisite: RMS 4942.

RMS 4947 Arts-Based Research

3 credits

In this course students explore the ground upon which arts-based research is built and become acquainted with salient issues regarding this kind of research. We practice interviewing, observations and a few arts-based practices.

RMS 4949 Topics in Qualitative Research

1-5 credits

This seminar builds on the content of other qualitative research courses offered in the RMS program and meets the students where they are on their dissertation journey. Learning

opportunities will be tailored to individual needs as far as possible. Assignments will focus on the issues pertinent to the design of dissertation proposals and writing, including ethical issues and IRB preparation, theoretical/conceptual framework, literature review, methodology, data collection and analysis strategies, and various forms of representation.

RMS 4951 Mixed Method Research Design

4 credits

This course is designed as a fundamental exploration of mixed model and mixed method approaches. Students design mixed model and mixed method research studies with a particular emphasis on multi-site and longitudinal designs that are especially suited to educational issues. Students learn analysis approaches that incorporate previously learned quantitative and qualitative skills, and apply these in practice problem examples.

RMS 4952 Research Ethics

1 credit

This course introduces ethical theory and a selection of current issues in research ethics.

RMS 4953 Topics in Data Management

1 to 3 credits

This is a preparatory course emphasizing the manipulation and analysis of data in electronic form.

RMS 4954 Grant Writing

3 credits

This course provides a focused overview of grant writing for educators. It examines the development of reference tools (paper, electronic, and online), websites, structuring, and writing funding requests, community collaboration and partnerships, project budgeting, management, evaluation, sustainability, and reporting activities.

RMS 4959 Topics in Research Design

1 to 5 credits

Topics vary, but include single subject design issues, minimization as an alternative to randomization, advances in quasi-experimental design.

RMS 4960 Program Evaluation Theory

3 to 4 credits

This course reviews theories of program evaluation and current trends in evaluation.

RMS 4961 Program Development & Evaluation

3 credits

This course focuses on the practice of program development and evaluation in school, business, or community agency settings. Both qualitative and quantitative methods of program evaluation are discussed. Students have the opportunity to focus on evaluation of a specific program.

RMS 4962 Program Development & Assessment

3 credits

This course focuses on how student affairs administrators conduct student outcomes assessment, evaluate program development, and monitor program and division budgets.

RMS 4969 Topics in Program Evaluation

1-5 credits

Topics vary, but include advocacy and policy change, assessment in higher education, multi-level evaluation, cost effectiveness analysis, data visualization and reporting, assessment in distance education, and evaluation in culture and the arts.

RMS 4980 Practicum in Research

1 to 5 credits

This course provides a supervised experience in design and implementation of an empirical research or evaluation study. Organization of research proposals, completion of human subjects applications, collection, and analysis of data are emphasized. Students are also expected to prepare a written report of their project which is suitable for professional presentation or publication.

RMS 4981 Community-Based Research Practicum

1 to 5 credits

Students provide community-based research assistance to a community partner (non-profit, school, community based organization, etc). Student researchers are supervised by DU faculty. This course is an excellent opportunity to match the student's research expertise with the real needs of community partners. (prereq: RMS 4945)

RMS 4991 MA Independent Study

1 to 17 credits

This course allows Masters students to study a topic area independently in conjunction with a cooperating faculty member.

RMS 4992 MA Directed Study

1 to 10 credits

This course provides Masters students with a supervised experience in systematically studying a topic area of choice or working on a research project of interest.

RMS 4995 Research - MA Thesis

1 to 17 credits

This course is for Masters students in RMS whose program requires completion of a Master's thesis.

RMS 5991 PhD Independent Study

1 to 17 credits

This course allows doctoral students in RMS to study a topic area independently in conjunction with a cooperating faculty member.

RMS 5992 PhD Directed Study

1 to 10 credits

This course provides doctoral students a supervised experience in systematically studying a topic area of choice or working on a research project of interest.

RMS 5995 Dissertation Research

1 to 20 credits

This course is for PhD students in RMS who are engaged in completing their doctoral dissertation.

APPENDIX A: RMS Master’s Course Work Plan (2013-2014)

**MORGRIDGE COLLEGE OF EDUCATION
Research Methods and Statistics - MA
Course Work Plan 2013-2014**

Student: _____ ID #: _____

Phone #: _____ Email: _____

I. Morgridge College of Education Requirements (required)	Course #	Expected Qtr. Of Completion	Credit Hours
Educational Measurement (or Psychometric Theory)	RMS 4920 (or RMS 4921)		3
II. Program Requirements			
A. Research Design			
Survey Research Methods	RMS 4931		3
Empirical Research Methods	RMS 4930		3
Research Ethics	RMS 4952		1
Meta Analysis in Social Sciences Research	RMS 4932		3
Introduction to Qualitative Research	RMS 4941		4
B. Statistics			
Introductory Statistics	RMS 4910		5
Correlation Regression (or PSYC 4300)	RMS 4911		4
C. Evaluation (6 credits required, *required)			
*Program Evaluation Theory	RMS 4960		3
<i>(Choose one of the following)</i>			
Program Development and Evaluation	CFSP 4363		3
International Project Analysis	INTS 4333		3
Cost Benefit Analysis	PPOL 4500		4
School Admin: Program Dev and Evaluation or	ADMN 4820		3
Program Development and Evaluation	CNP 4730		3
Program Development and Assessment	HED 4262		3
D. Practicum			
Practicum in Program Evaluation	RMS 4901		3
E. Cognate (Minimum 5 hours)			
III. Thesis Option (Minimum 10 hours)	RMS 4995		

Summary of Degree Requirements	Credits Required (does not include courses waived)	Credits Transferred in	Credits Completed
I. Morgridge College of Education Requirements	3		
II. Program Requirements			
A. Research Design	14		
B. Statistics	9		
C. Evaluation	6		
D. Evaluation Practicum	3		
E. Cognate	Minimum 5		
III. Thesis Option	10-15		
Total	Minimum 45 hours		

Student's Signature _____

Date: _____

Advisor's Signature _____

Date: _____

APPENDIX B: RMS Doctoral Course Work Plan (2013-2014)

**Morgridge College of Education
Research Methods and Statistics – Ph.D.
Course Work Plan 2013-2014**

Student: _____ Student #: _____

Phone #: _____ E-mail: _____

I. Morgridge College of Education Requirements	Course #	Expected Qtr. of Completion	Credit Hours
A. Research			
Introductory Statistics	RMS 4910		5
Empirical Research Methods	RMS 4930		3
Introduction to Qualitative Research	RMS 4941		4
Dissertation Research (Minimum 10 credits, must register for at least 1 hr per Fall, Winter & Spring after most coursework is completed until Graduation)	RMS 5995		
II. Program Requirements			
A. Assessment			
Assessment for Non-psychologists	CFSP 4000		2
B. Measurement (* optional)			
Psychometric Theory	RMS 4921		3
Item Response Theory	RMS 4922		3
Meta Analysis in Social Sciences Research	RMS 4932		3
C. Research Methods (* optional)			
*Structural Foundations of Research in Social Sciences	RMS 4940		3
Qualitative Data Collection and Analysis	RMS 4942		4
Program Evaluation Theory	RMS 4960		3
Mixed Method Research Design	RMS 4951		3
Research Ethics	RMS 4952		1
<i>(choose at least one of the following)</i>			
*Topics in Research Design	RMS 4959		
*Arts-Based Research	RMS 4947		3
*Ethnographic Research	RMS 4946		3
*Survey Research Methods	RMS 4931		3
*Single Case Research Design	CFSP 4364		3
*Community Based Research	RMS 4945		3

D. Statistics	Course #	Expected Qtr. of Completion	Credit Hours
Correlation & Regression (or PSYC 4300)	RMS 4911		4
Analysis of Variance (or PSYC 4330)	RMS 4912		5
Multivariate Analysis	RMS 4913		5
Hierarchical Linear Modeling	RMS 4915		4
Structural Equation Modeling (or PSYC 4290)	RMS 4914		5
Latent Growth Curve Modeling	RMS 4916		4
*Topics in Statistics	RMS 4919		
III. Practicum			
Research Practicum	RMS 4901		3
IV. Cognate (Minimum 20 credit hours)	Course #	Expected Date of Completion	Credit Hours

Summary of Degree Requirements	Credits Required (does not include courses waived)	Credits Transferred in	Credits Completed
I. Morgridge College of Education Requirements			
A. Research	17-22		
II. Program Requirements			
A. Assessment	2		
B. Measurement	9		
C. Research Methods	14		
D. Statistics	27		
III. Practicum	3		
IV. Cognate	20		
Total	Minimum 90 hours		

Student's Signature _____

Date: _____

Advisor's Signature _____

Date: _____

APPENDIX C: RMS Master's Student Annual Review Form

Date _____

Student Name _____

Name of Coursework Advisor _____

Occupation (if applicable) _____

Employment Status _____

1. a) Were you admitted on a probational basis? Yes ___ No ___

b) If "yes", have the probation conditions been met? Yes _____ No _____

c) If "no", when do you plan to do so? _____

2. a) Have you filed your Coursework Plan? Yes _____ No _____

b) Have there any changes to your Coursework Plan in the past year?

Yes _____ No _____ (If "yes" please attach its most recent version).

3. The program requires that students conduct a research practicum prior to graduation. Have you met your research practicum requirement?

Yes _____ No _____ Partial _____

a) If "yes" or "partial," indicate research activity in which you participated.

b) If "yes" and the research activity was presented or published, indicate where you presented or published the research, date of presentation, title of presentation using APA style.

c) If "no," indicate a plan for completing this requirement.

4. Have you taken your comprehensive examination? Yes _____ No _____

If "yes," year and quarter _____

If "no," when do you plan to take it? _____

5. Do you plan to do a Master's thesis? Yes _____ No _____

a. If "yes," has your thesis proposal been approved? Yes _____ No _____

i. If "yes," list the Chairperson and the proposed title

_____ (chair)

_____ (title)

b. If "no," do you have a proposal chairperson? Yes _____ No _____

i. If "yes," list name of chairperson and topic

_____ (chair)

_____ (topic)

6. If you have completed your coursework and plan to do a Master's thesis, are you registered for Continuous Enrollment and Thesis credits?

Yes _____ No _____ N/A _____

If no, please go to the MCE Office of Admissions and Enrollment Services to register.

7. If you have completed your course work and plan to do a Master's thesis, have you submitted a timeline for completing your thesis? Yes _____ No _____

8. List professional organizations of which you are a member.

9. List all presentations you have made at meetings or conventions of professional associations since entering the program - or that have been accepted for presentation or publication using APA style.

10. List all community engagement activities in which you participated during the year (e.g., program evaluation, volunteer, paid/unpaid consulting).
11. Describe your strengths as a developing research methodologist.
12. Describe areas that you find challenging and/or need to work on.
13. If appropriate list any personal and professional issues that may impact your progress in our program (i.e., job change, family changes, health, etc.)

Professional Work Competency Scale

Instructions: Please rate yourself as candidly as possible on each item using the scale provided and also provide an example or two to support your rating.

1. Initiative – initiates activities when appropriate; doesn’t wait to be asked or told when to begin tasks.

Strongly disagree 1 2 3 4 5 6 Strongly agree

2. Dependability – follows through on tasks; completes assignments in accordance with stated parameters and/or constraints.

Strongly disagree 1 2 3 4 5 6 Strongly agree

3. Time management / work organization – organizes work and manages time effectively; completes assignments in a timely manner

Strongly disagree 1 2 3 4 5 6 Strongly agree

4. Respect for human diversity – exhibits awareness of and sensitivity to racial, cultural, socioeconomic, religious, gender-based, sexual orientation and other human differences; seeks out further understanding and skills needed to work with diverse populations.

Strongly disagree 1 2 3 4 5 6 Strongly agree

5. Oral communication – express self orally in a clear and organized manner

Strongly disagree 1 2 3 4 5 6 Strongly agree

6. Written communication – expresses self in writing in a clear and organized manner

Strongly disagree 1 2 3 4 5 6 Strongly agree

7. Attending/listening skills – listens attentively; attends to important communications

Strongly disagree 1 2 3 4 5 6 Strongly agree

8. Interpersonal relations – relates effectively with peer students, faculty, and colleagues

Strongly disagree 1 2 3 4 5 6 Strongly agree

9. Adaptability / flexibility – adapts effectively to demands of situation; exhibits flexibility in face of change.

Strongly disagree 1 2 3 4 5 6 Strongly agree

10. Ethical responsibility

Strongly disagree 1 2 3 4 5 6 Strongly agree

APPENDIX D: RMS Doctoral Student Annual Review Form

Date _____

Student Name _____

Your Course Work Advisor's Name _____

Occupation (if applicable) _____

Employment Status _____

1. a) Were you admitted on a probational basis? Yes ___ No ___

b) If "yes", have the probation conditions been met? Yes _____ No _____

c) If "no", when do you plan to do so? _____

2. a) Have you filed your Course Work Plan? Yes _____ No _____

b) Was there any change to your filed Course Work Plan in the past year?

Yes ___ No ___ (If "yes" please attach its most recent version).

3. The program requires that students conduct a pre-dissertation research project (the research practicum). Have you met your pre-dissertation research practicum requirement?

Yes _____ No _____ Partial _____

a) If "yes" or "partial," indicate research activity in which you participated.

b) If "yes" and the research activity was presented or published, indicate where you presented or published the research, date of presentation, title of presentation using the APA style.

c) If "no," indicate a plan for completing this requirement.

4. Have you taken your comprehensive examination? Yes _____ No _____

If "yes," year and quarter _____

If "no," when do you plan to take it? _____

5. If you have completed your coursework, are you registered for Continuous Enrollment and Dissertation credits?

Yes _____ No _____ N/A _____

If no, please go to the MCE Office of Admissions and Enrollment Services to register.

6. Has your dissertation proposal been approved? Yes _____ No _____

If "yes," list the Chairperson and the proposed title

_____ (chair)

_____ (title)

If "no," do you have a proposal chairperson? Yes _____ No _____

If "yes," list name of chairperson and topic

_____ (chair)

_____ (topic)

7. If you have completed your course work, have you submitted a timeline for completing your dissertation? Yes _____ No _____

8. List professional organizations of which you are a member.

9. List all presentations you have made at meetings or conventions of professional associations since entering the program - or that have been accepted for presentation or publication using APA style.

10. List all community engagement activities in which you participated during the year (e.g., program evaluation, volunteer, paid/unpaid consulting).

11. Describe your strengths as a developing research methodologist.
12. Describe areas that you find challenging and/or need to work on.
13. If appropriate list any personal and professional issues that may impact your progress in our program (i.e., job change, family changes, health, etc).

APPENDIX E: Practicum Agreement

PRACTICUM AGREEMENT for the Research Methods and Statistics (RMS) program at the Morgridge College of Education, University of Denver

Student Name:	
Program: Research Methods and Statistics (RMS)	
DU Practicum Instructor:	
Quarter/Year:	
Name of the Organization where you will do your Practicum:	
Supervisor at Practicum Organization:	
Supervisor Contact Information:	
Address:	
Telephone:	
Email Address:	
1. Please provide a brief description of the activities or operations of the Practicum Organization:	
2. Please describe your understanding of your responsibilities for this Practicum:	
3. What are your expectations of your participation in the Practicum?	
a. In what kind of activities do you expect to participate at the Practicum Organization?	

b. What do you expect to learn about the work in which the Practicum Organization is engaged?	
c. What concrete skills do you expect to acquire during the Practicum?	
d. What do you expect to contribute to the operations of the Practicum Organization?	
e. Overall, what do you expect to gain from the Practicum experience?	
4. What commitments do you make as you enter into this Practicum?	
a. Hours: how many hours per week will you devote to the Practicum (Note: The total number of hours should be between 24 (minimum) and 120 (maximum) to be covered in one academic quarter)?	
b. Work-Product: what kind of documentation of your learning, skills acquisition, and contribution to the Practicum Organization (e.g., periodic oral and written reports, final written report, etc.) do you commit to providing to:	
i. Your supervisor at the Practicum Organization:	
ii. Your DU Practicum instructor:	
Signature of student	Date

Signature of DU Instructor	Date
Signature of Practicum Organization Supervisor	Date

APPENDIX F: Practicum Feedback

Practicum Feedback

The Research Methods and Statistics program at the Morgridge College of Education thanks you for acting as supervisor for our student. Below, we would like to ask some questions that may help our student assess his/her skills as a graduate from our program.

Based on your interaction during the practicum, how would you rate our graduate skills in the following areas (if not appropriate or unable to rate, please leave blank):

	1	2	3	4
Interpersonal skills (if appropriate)	Poor			Great
Communication skills	Poor			Great
Work ethic	Poor			Great
Initiative	Poor			Great
Analytical skills	Poor			Great
Flexibility/adaptability	Poor			Great
Problem-solving skills	Poor			Great
Technical skills	Poor			Great
Ability to plan and manage a project	Poor			Great
Ability to create new knowledge	Poor			Great
General understanding of your program evaluation need	Poor			Great

Please feel free to add any comments that you think may be useful for our graduate

Please add any comments that may help our program improve the practicum experience for both the student and for your organization

Thank you